

# H.R. 1: *The No Child Left Behind Act*

Renewing the Promise of America's Schools

## ***"Education Reform 201"***

– a Presentation Courtesy of the  
House Education and the Workforce Committee Majority Staff

The Honorable {*Insert Name Here*} (R-{*state*})

107<sup>th</sup> Congress

{*Date*}, 2002



# The Need for Accountability



A significant achievement gap exists in America between disadvantaged students and their more affluent peers.



Despite hundreds of billions in Federal spending since 1965, the achievement gap has not closed.



Nearly two-thirds of African-American children in the fourth grade cannot read at a basic level.







U.S. students lag behind their international peers in key subjects.



Federal education policy lacks focus and has never insisted on results.



# Education Reform Principles: *The No Child Left Behind Act*

-  Accountability for Results
-  Flexibility and Local Control
-  Resources for Reform
-  Parental Options and Responsibility

# PART ONE: ACCOUNTABILITY

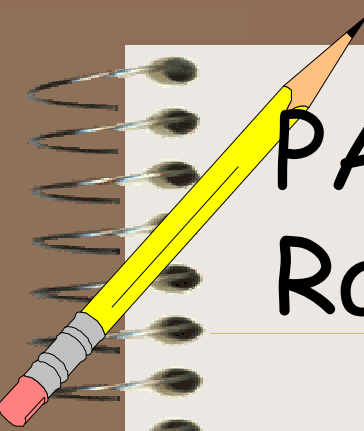
## Raise Standards, Raise Hopes

*"Accountability is an exercise in hope. When we raise academic standards, children raise their academic sights. When children are regularly tested, teachers know where and how to improve. When scores are known to parents, parents are empowered to push for change. When accountability for our schools is real, the results for our children are real."*

**– President George W. Bush, August 1, 2001**



President George W. Bush signs the *No Child Left Behind Act* into law on January 8, 2002.



# PART ONE: ACCOUNTABILITY

## Raise Standards, Raise Hopes



If we don't test, we don't know when children are falling behind.



If we don't test every year, a child can lose a year or more - precious time that can't be replaced.







Qualified teachers are essential to improving education.

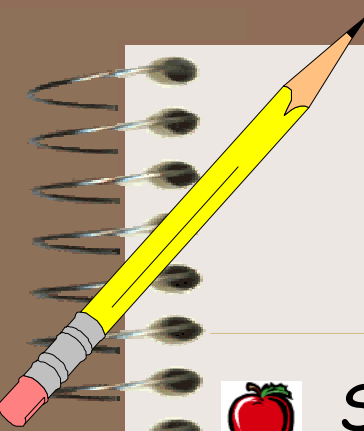




# No Child Left Behind: A Blueprint for Better Results

*The NCLB Act calls for:*

-  Annual testing of all public school students in reading and math, grades 3-8, by 2005-06 school year
-  A quality teacher in every public school classroom by 2005
-  Annual report cards on school performance for parents, voters and taxpayers
-  Ensuring that every child reads by the 3<sup>rd</sup> grade.



# The H.R. 1 Accountability System: How It Works



States design and implement annual tests - not the federal government.



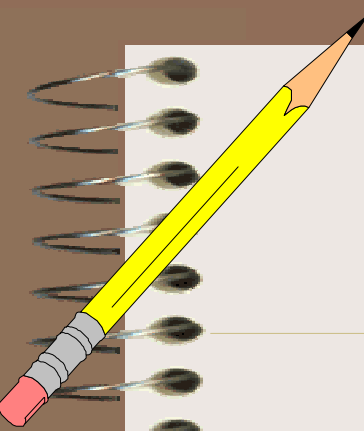
Federal government provides funding annually for states to design and implement tests (\$387 million appropriated for Fiscal Year 2002).



States can continue to use or expand on existing tests.



An independent benchmark (NAEP) will be given to a small, random sample of 4<sup>th</sup> and 8<sup>th</sup> grade students in each state every other year to verify statewide test results.



# The H.R. 1 Accountability System: How It Works



Federal government covers cost of state participation in NAEP.

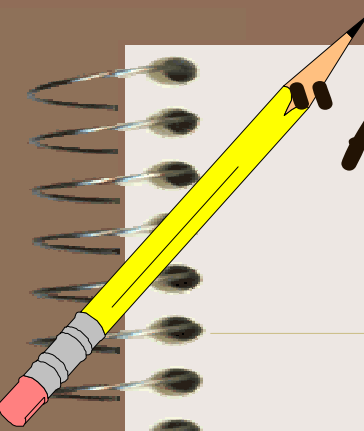


A 35 percent increase in Federal funds to help states and local schools train, recruit, and retain high quality teachers.



Federal funding for reading instruction is tripled (\$300 million last year to \$900 million this year), along with new emphasis on proven scientific research.





# "Adequate Yearly Progress" (AYP)



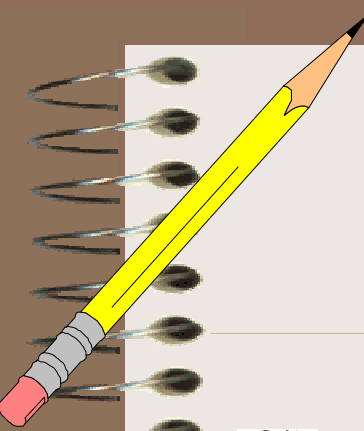
The system of accountability is rigorous, but achievable.



The goal is 100 percent proficiency for all students in 12 years.



Why 100 percent? Anything less means children will be left behind.



# What if a school continues to fail?



For the first time, parents, voters and taxpayers will know when schools aren't getting the job done.



Failing schools qualify for extra help.



States decide on sanctions (and rewards).



Schools that continue to fail after receiving extra help may be reformed by the state.



Escape route for students in chronically failing or dangerous schools. *(more to come in a moment)*



# Accountability Timeline



**2004-05** - Failure to make adequate yearly progress (AYP) - school receives extra help; parents offered public/charter school choice (*detailed later*).



**2005-06** - Failure to make AYP - school receives extra help; parents offered supplemental services and public/charter school choice.



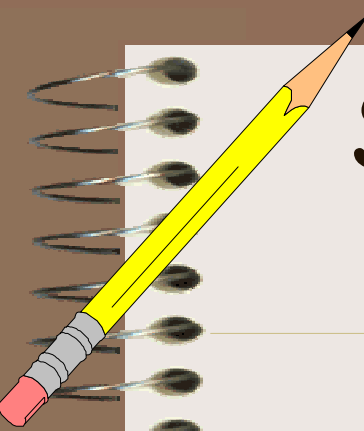
**2006-07** - Failure to make AYP - school entered into corrective action by state; parents offered supplemental services and public/charter school choice.



**2007-08** - Failure to make AYP - school identified for reconstitution by state; parental options continue.



**2008-09** - Failure to make AYP - school reconstitution.



# Supporting and Recruiting Quality School Teachers



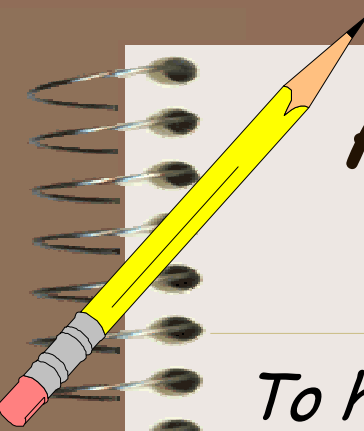
We're asking a lot of our nation's schoolteachers.



America is facing a growing shortage of qualified teachers. (2.2 million new teachers needed in next 10 years).



Teachers should be treated and supported like the professionals they are.



# A Good Teacher Can Make a Lifelong Difference

*To help states and local school districts place a quality teacher in every classroom, the No Child Left Behind Act:*



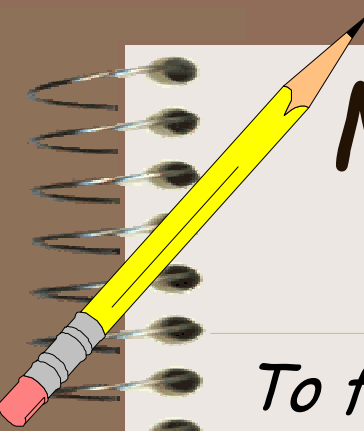
Provides a 35 percent increase in Federal funds to help states and local schools train, recruit, and retain high quality teachers.



Lets local school districts use federal funds to reduce class sizes, improve teacher training, and increase teacher pay.



Shields teachers from the threat of frivolous lawsuits that result from enforcing reasonable discipline.



# More Help for Teachers is On the Way

*To further support America's teachers, the President and First Lady (a former school teacher) have called for:*



Expanding programs that recruit new math, science and special education teachers by forgiving part of their college loans in exchange for a commitment to teach in poor neighborhoods for at least five years.



A tax deduction of \$400 per year for committed teachers who buy school supplies for their students out of their own pockets.



Upgrading the teaching colleges, where many teachers receive their training.





# No Child Left Behind: Other Elements of Reform

To close the achievement gap in America, accountability in our schools is essential.

Accountability is not achievable without three other ingredients:



Flexibility and Local Control



Expanded Parental Options



Resources for Reform



# PART TWO: FLEXIBILITY & LOCAL CONTROL



Parents, teachers and local school administrators are most familiar with students' unique needs.



Teachers and school officials need less red tape and bureaucracy, and more freedom and resources.



# New Flexibility for Every Local School District

## Under the *No Child Left Behind* Act:



Every local school district in America receives significant new flexibility and decision-making authority in the use of federal education funds.



Federal education funds come with fewer strings attached.



Local school districts can make decisions on their own - and do not need approval from the U.S. Department of Education or the state educational agency.



Local officials can use Federal funds to help address the unique needs of students, rather than following "one-size-fits-all" Washington rules.



States receive more flexibility, too.



# How It Works



Every local school district in America can make spending decisions with up to 50 percent of its non-Title I Federal funding.



No applications or prior approval needed.



Flexibility applies to non-Title I Federal funds, including teacher quality, technology, afterschool learning, and Safe and Drug Free Schools.



Example: if a local district would prefer to use 50 percent of its Federal technology funds for recruiting quality teachers instead of technology, it can do so.



In addition, up to 150 local school districts nationwide can participate in a local control "pilot project" to make spending decisions with 100 percent of non-Title I federal funds.



# States Get More Flexibility, Too



Current law requires state activity funds (Federal funds held at the state level) to be used for specific purposes.



All 50 states are allowed to make spending decisions with up to 50 percent of their state activity funds under NCLB.



New state flexibility applies to teacher quality, technology, afterschool learning, Safe and Drug Free Schools, and the Innovative Programs grant.



# "Flexibility Partnerships"

*To ensure that federal funds are used most effectively to meet students' unique needs:*



States and local school districts can coordinate efforts through state-local "flexibility partnerships."



Each participating state can work with up to 10 participating local school districts.



Both the state and the participating school districts within that state will have new flexibility to jointly address students' needs.





# Rural Schools Aren't Left Behind

Rural school districts face unique challenges that larger school districts do not face, and often cannot compete for federal grants because they lack adequate resources.

The *NCLB Act*:



Includes provisions designed to provide greater fairness for rural school districts by giving local school officials greater say in how federal funds are used.



Provides rural school districts with increased flexibility and funding to enhance academic achievement.



# PART THREE: RESOURCES FOR REFORM

States and local schools must have the freedom and resources to meet higher expectations.



The NCLB Act provides a significant expansion of state and local control over how federal education funds are spent - linked to a significant increase in education funding.



More resources. . .with fewer strings attached.



# Historic Support for Education Reform

*To support education reform, President Bush and Congress have:*



Provided a dramatic increase in Title I aid to local schools (from \$8.6 billion in FY2002 to \$10.4 billion this year).



Provided a 35 percent increase in teacher quality aid to states and local schools. Tripled funding for reading programs.

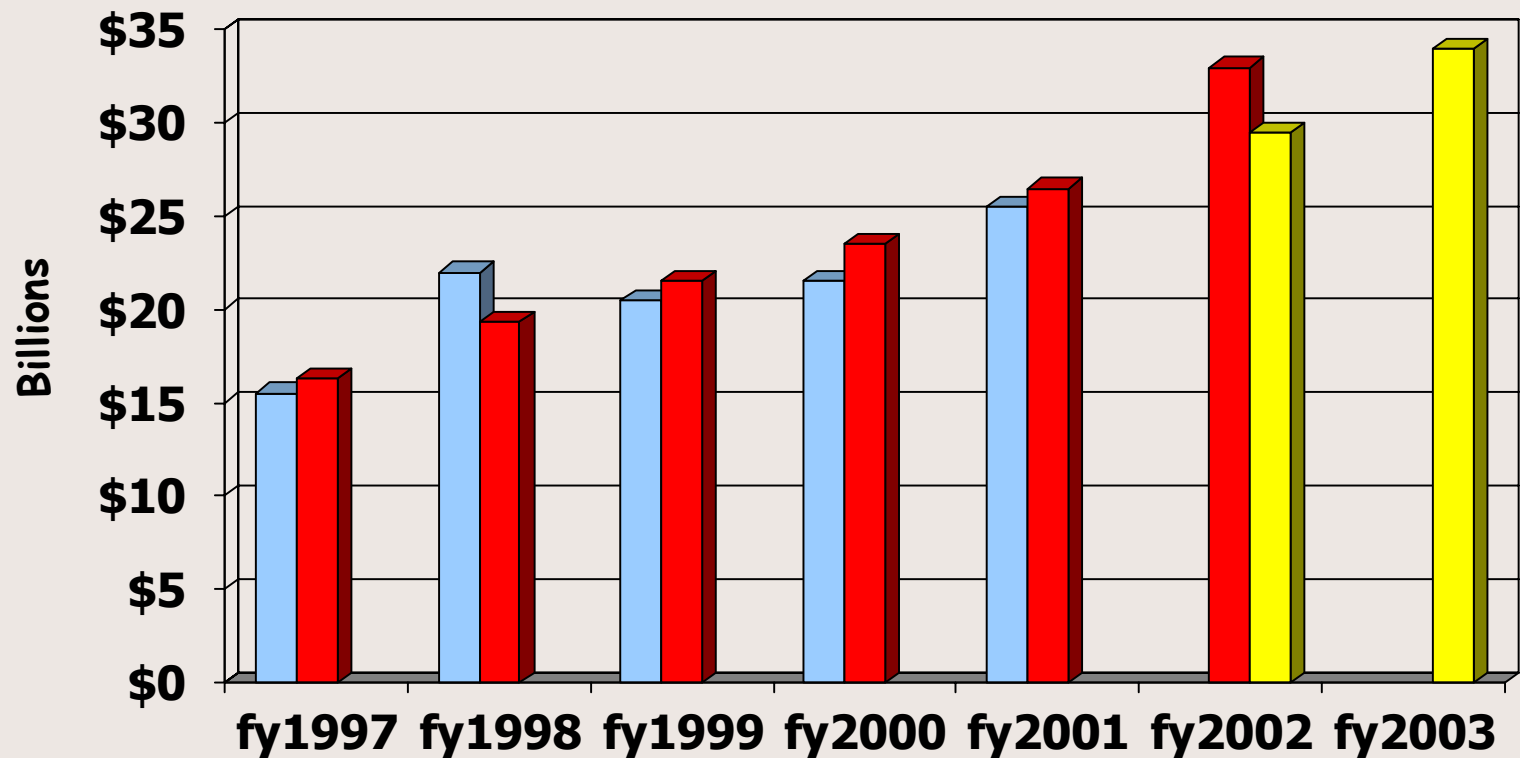


Provided support for 1,800 new and existing charter schools.



Increased special education (IDEA) funding by \$1.3 billion.

# Education Funding: Elementary and Secondary Education



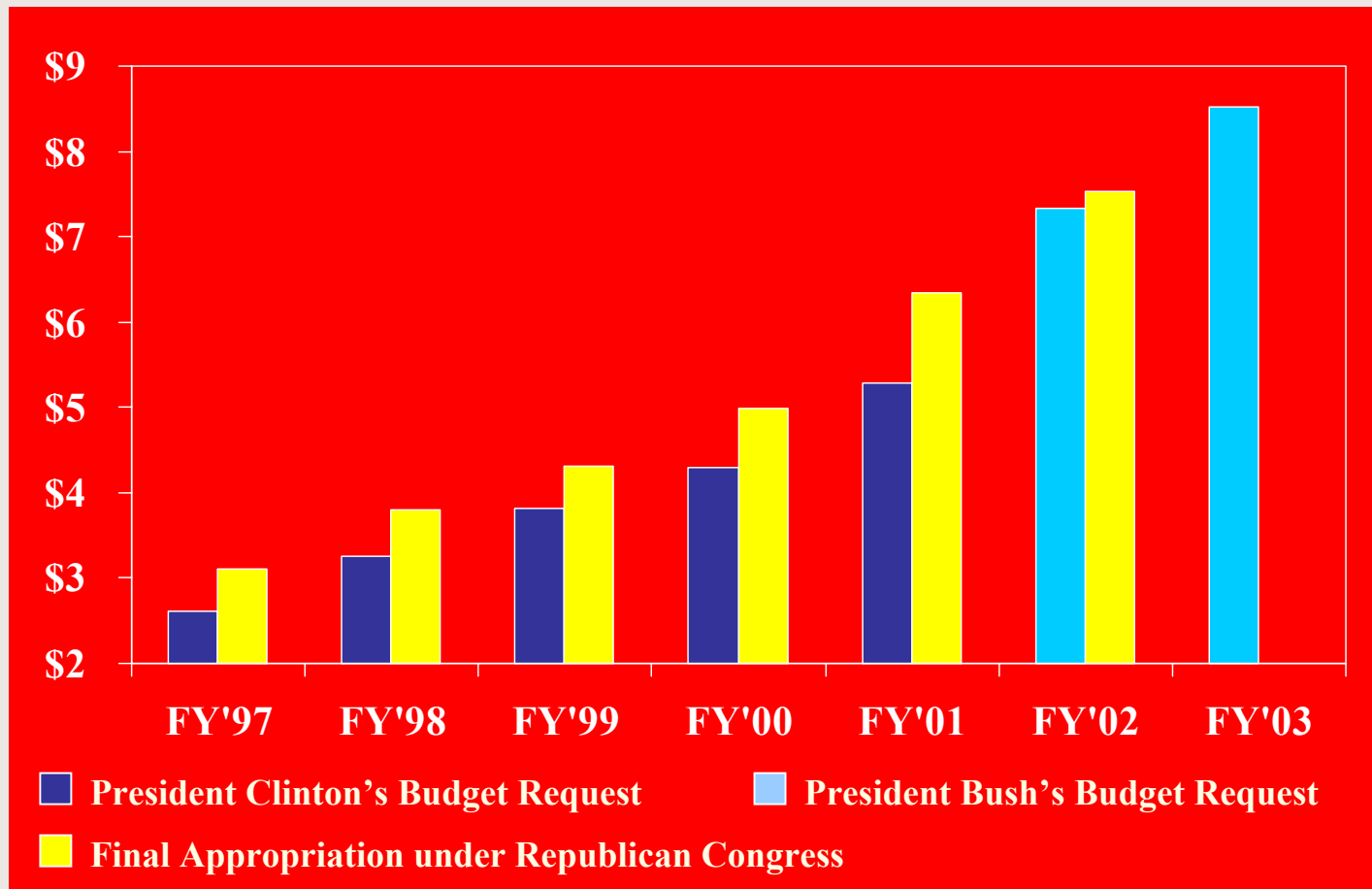
President Clinton's Budget Proposal

President Bush's Budget Proposal

Republican Congress Appropriations

# Education Funding: Special Education (IDEA)

Individuals with Disabilities Education Act





# PART FOUR: PARENTAL OPTIONS AND RESPONSIBILITY



**If a school has failed for two consecutive years:** parents have the right to transfer their children to a better-achieving public school or charter school.



**If a school has failed for three consecutive years:** in addition, parents have the right to obtain supplemental educational services - including tutoring, afterschool services, and summer school - for their children.



Students attending schools designated by the state as dangerous or unsafe are permitted to transfer immediately to a safer public or charter school.





# Parents Must Be Our Partners

*"Good education starts in the living rooms of the citizens of this country. It starts with a mom or a dad saying, you turn off the TV and practice reading. It means, get rid of the tube and get into the books. That's where it starts."*

**– President George W. Bush, August 2001**



For education reform to succeed, parents must be full partners in their children's education. Parents, teachers, and school administrators hold the key to our schools' success.



Parents need to instill values and discipline at home so their children can succeed in school.



# Fulfilling Education Reform's Promise to Our Children



*"This is education's moment. For the first time in years, our two major parties are in agreement on education. . . For these critical tasks, America's children depend on us. We must not thrust that burden onto our posterity. It is ours to bear."*

**-- U.S. Secretary of Education Rod Paige,  
on implementation of H.R. 1, January 9, 2002**



The academic achievement gap must be closed.

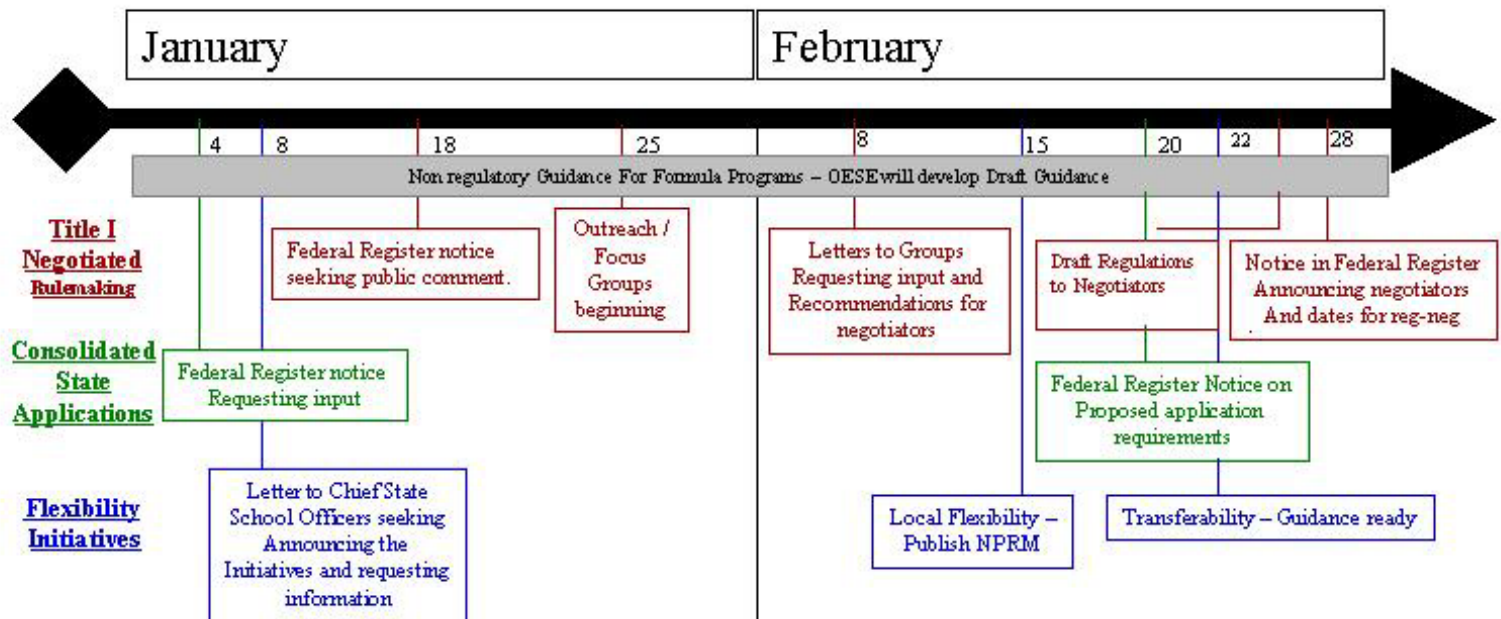


All children in America must have the chance to learn and succeed.

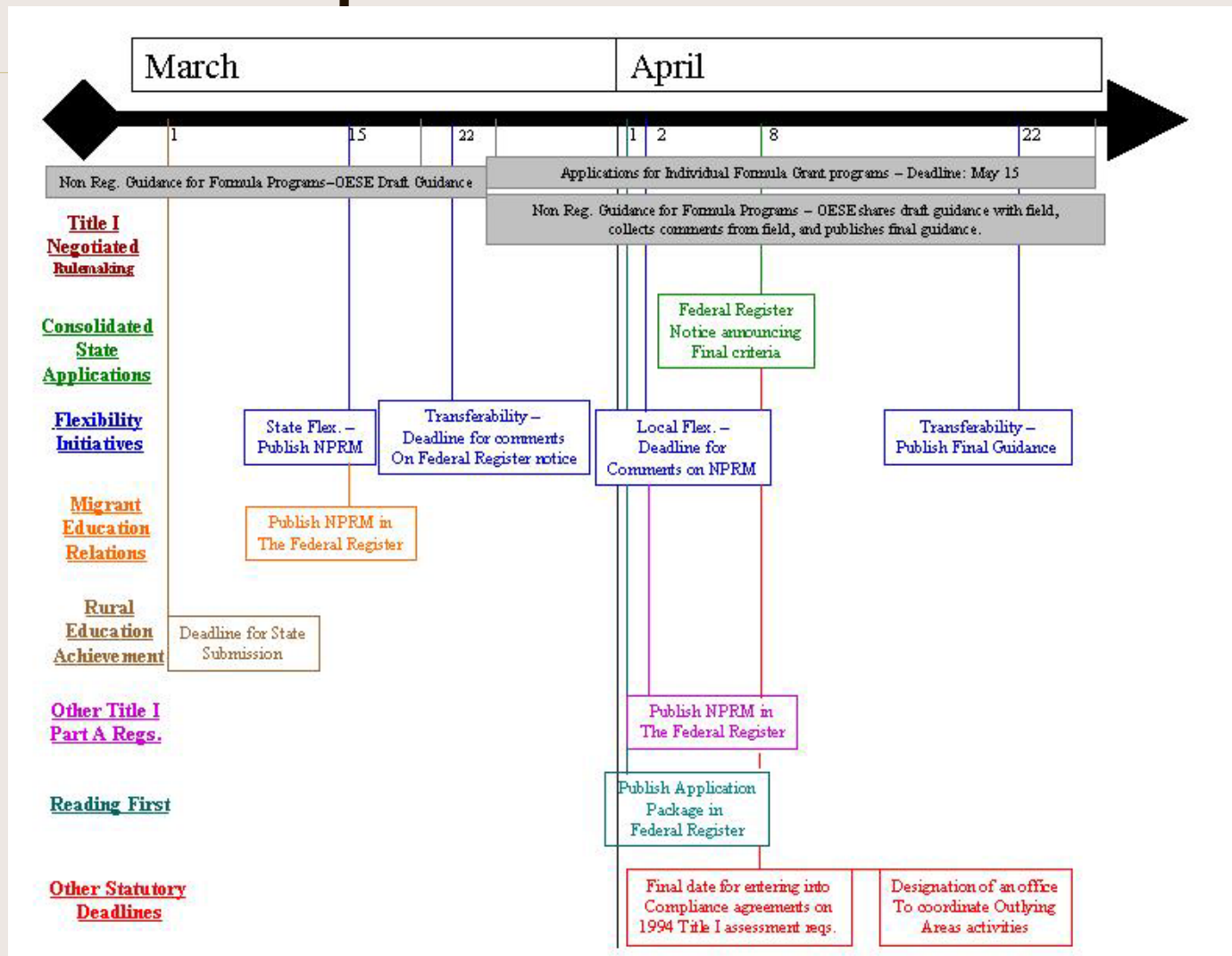


No child should be left behind.

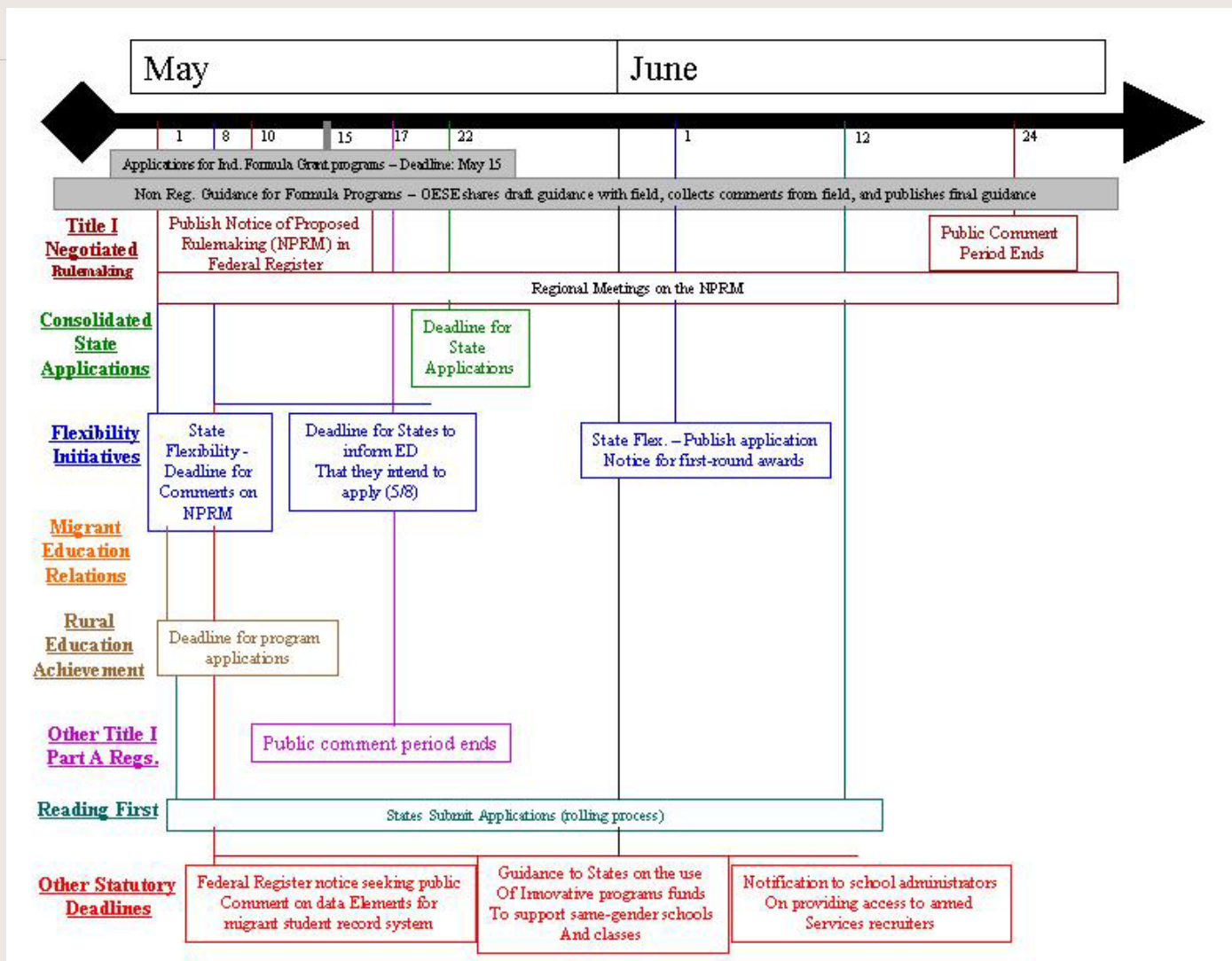
# H.R. 1 Implementation: Timeline



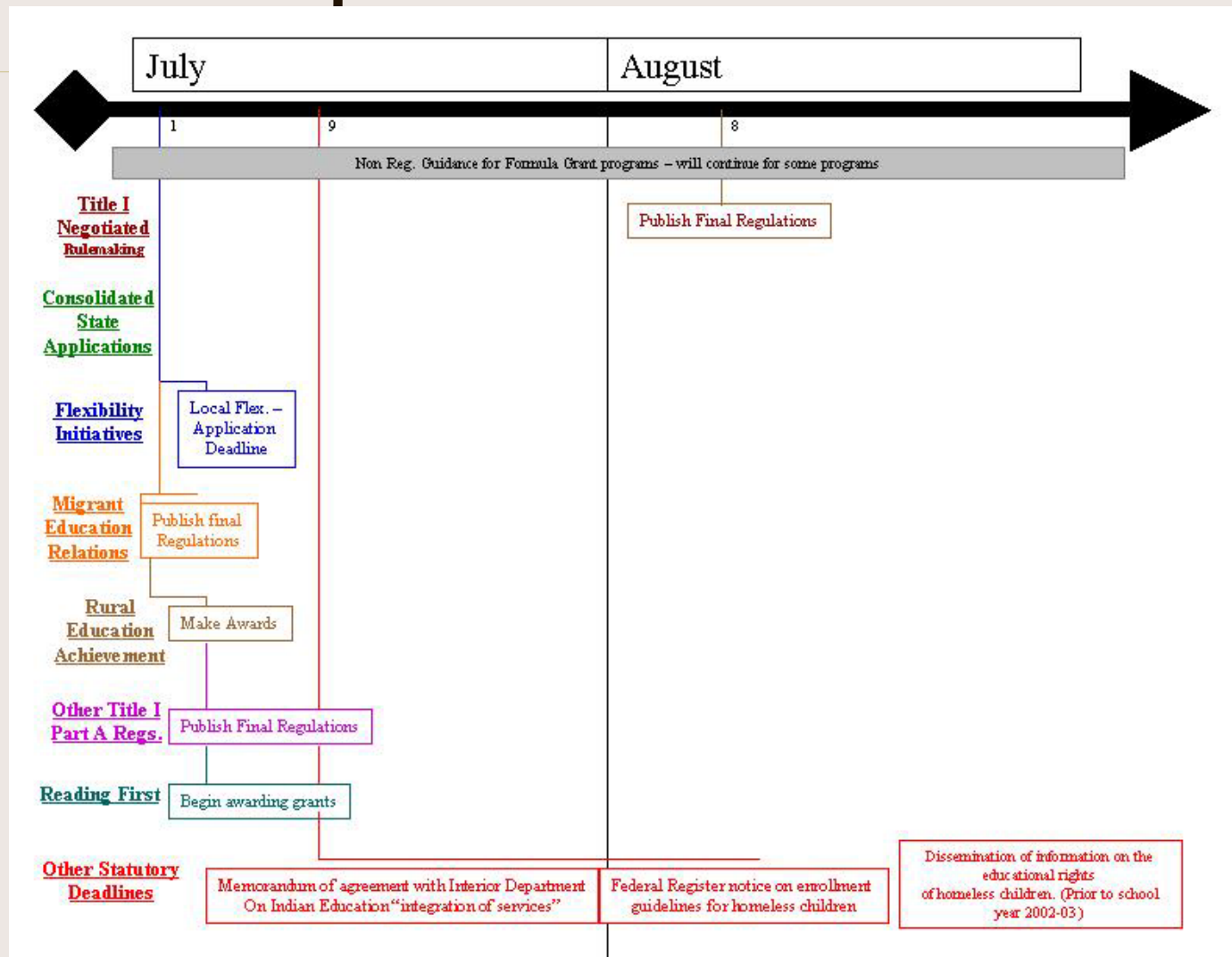
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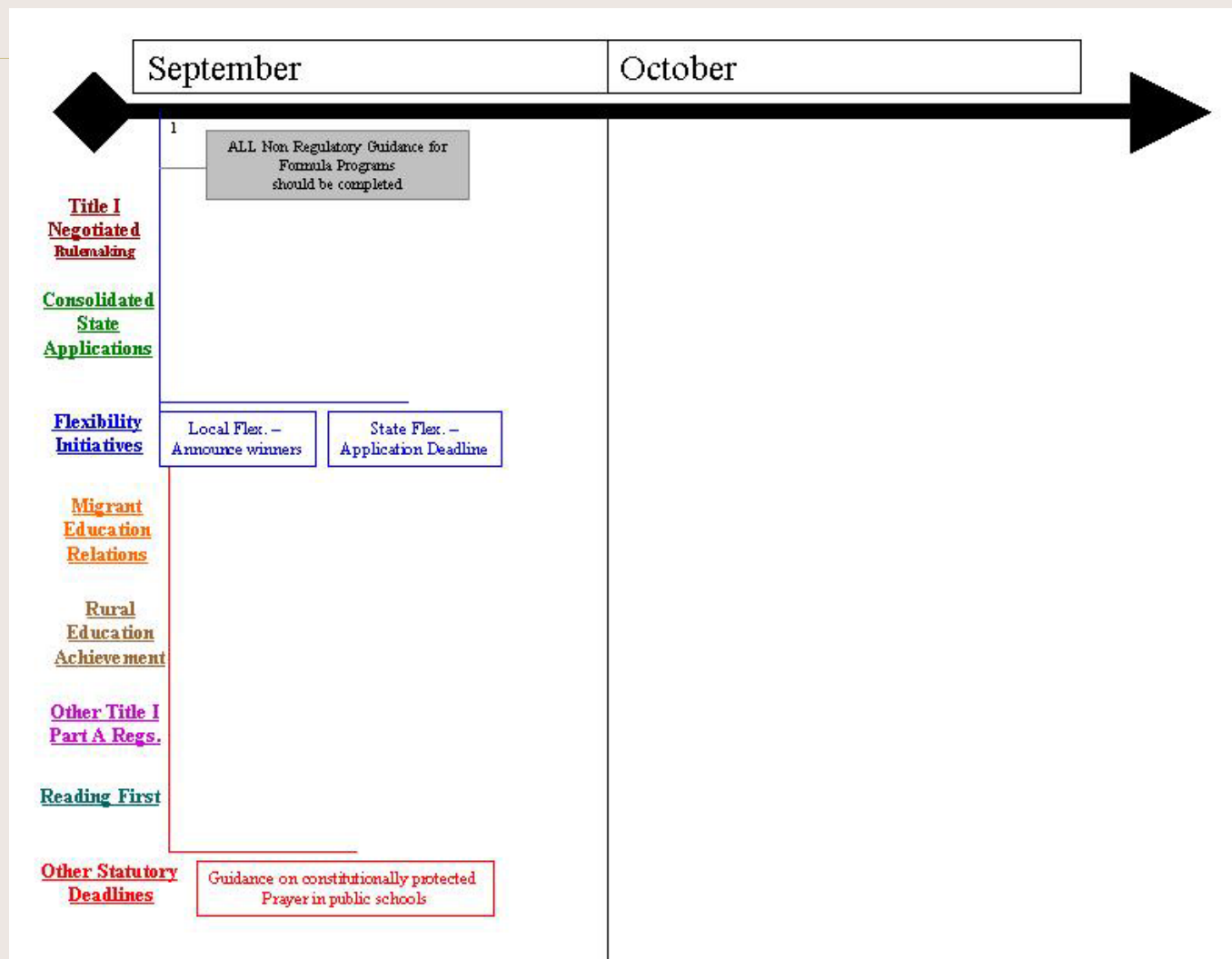


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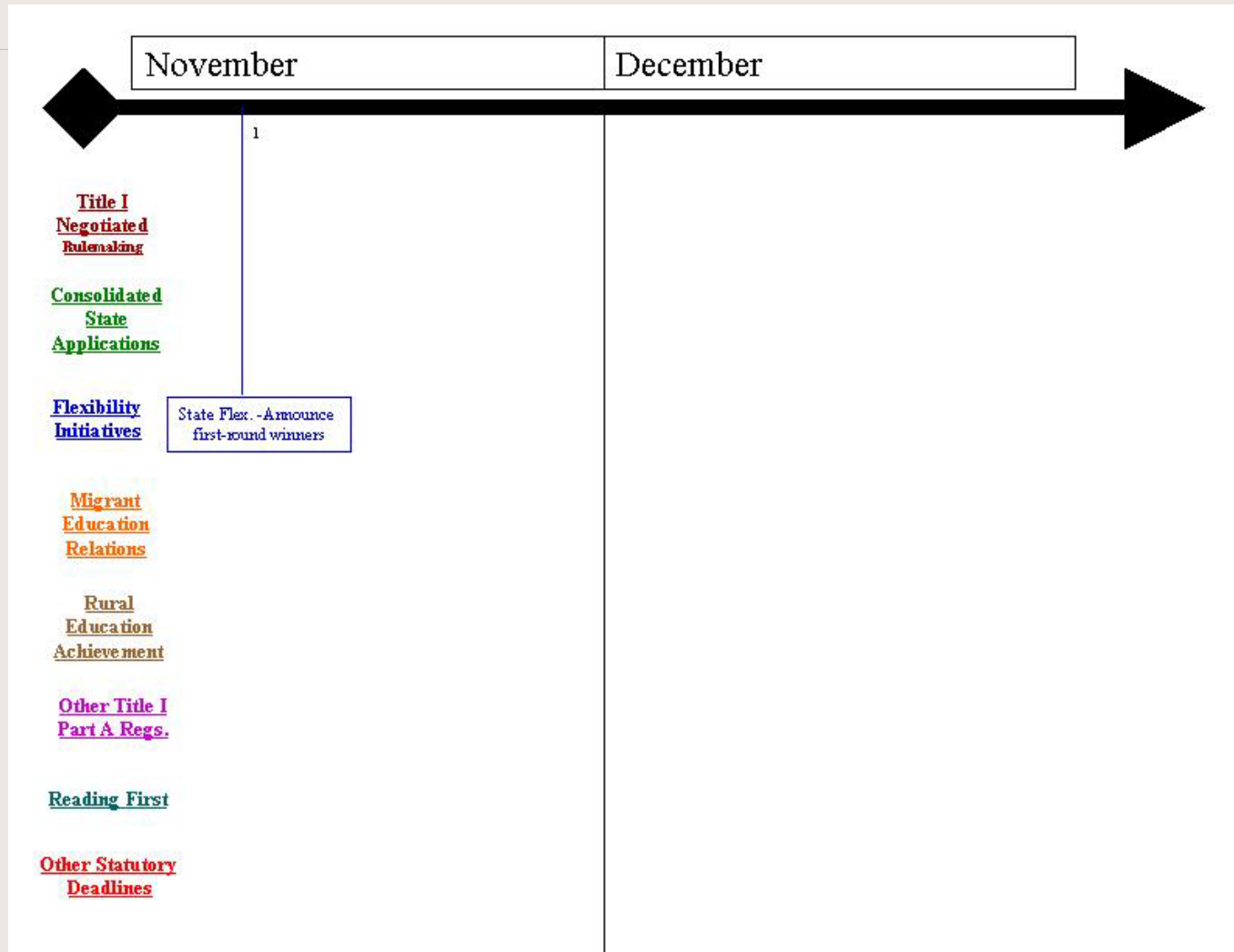





# H.R. 1 Implementation: Timeline



# H.R. 1 Implementation: Timeline




# H.R. 1 Implementation: Resources



The screenshot displays the U.S. Department of Education's homepage for the No Child Left Behind Act of 2001. The browser window shows the address <http://www.ed.gov/offices/OESE/esea/index.html>. The page layout includes a top navigation bar with links such as 'Recursos en Español', 'Privacy', 'Security', and 'Notices'. Below this is a search bar and a 'GO' button. The main content area is titled 'U.S. Department of Education' and 'My.ED.gov'. It features a 'Skip Navigation' link and a 'Recursos en Español, Privacy, Security, Notices' link. The page is divided into several sections: 'Inside No Child Left Behind' with links to 'Home', 'Summary and Overview', 'News', 'State Information', 'Law - P.L. 107-110 (H.R. 1)', 'Conference Report (PDF)', and 'Leadership'; 'Related Resources' with links to 'Budget News, State Allocations', 'White House Education', 'House Committee on Education and the Workforce', and 'Senate Committee on Health, Education, Labor, and Pensions'; and 'OESE Home'. The main content area also includes a 'Welcome to the No Child Left Behind Act of 2001 homepage!' message, a paragraph about the Act's signing on January 8, 2002, and a section titled 'Flexibility Provisions' with a paragraph about Susan Neuman's letter and a list of links to download documents: 'Letter', 'Summary', and 'Attachment B: List of Related Flexibility Provisions'. A 'Booklets on No Child Left Behind' section is also visible at the bottom.

[www.ed.gov/offices/OESE/esea/index.html](http://www.ed.gov/offices/OESE/esea/index.html)

# H.R. 1 Implementation: Resources



**Issues - No Child Left Behind Act of 2001, H.R. 1 - Microsoft Internet Explorer**

File Edit View Favorites Tools Help

Back Forward Stop Search Favorites History Print

Address <http://edworkforce.house.gov/issues/107th/education/nclb/nclb.htm> Go Links

**Committee on Education and the Workforce**  
U. S. House of Representatives  
John A. Boehner, Chairman

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**Education Issues**

**No Child Left Behind Act of 2001, H.R. 1**

**Chairman John Boehner holds a Press Conference to announce the introduction of H.R. 1, the "No Child Left Behind" Act of 2001**

Members in photo from left are: Mark Green (WI), Sam Johnson (TX) (behind Castle), Mike Castle (DE), John Culberson (TX), Buck McKeon (CA), Patrick Tiberi (OH), Chairman Boehner (OH) (speaking), Judy Biggert (IL), Vern Ehlers (MI) (behind Biggert), Cass Ballenger (NC), Ric Keller (FL), Johnny Isakson (GA).

**Public Law 107-110** was signed by the President on January 8, 2002 (It will be available online when the Public Law is printed by GPO) (pdf)

**Bill as presented to the President** (Click on #6 Enrolled Bill)

**Conference Report** (**House Report 107-334**)

- Conference Report Summary - December 10, 2001

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<http://edworkforce.house.gov/issues/107th/education/nclb/nclb.htm>